

Luther Vaughan Elementary

192 Vaughan Road
Gaffney, South Carolina 29341

Grades	PK-5 Elementary School	
Enrollment	323 Students	
Principal	Dr. Ronald W. Cope	864-489-2424
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mrs. Sandra B. Greene	864-902-3542

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	58	35

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Average	Good	Yes
2005	Below Average	Good	Yes
2006	Unsatisfactory	Unsatisfactory	No

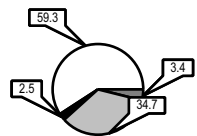
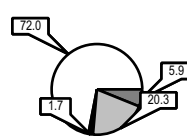
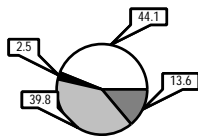
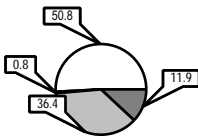
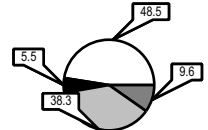
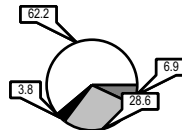
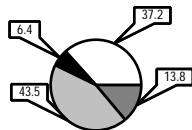
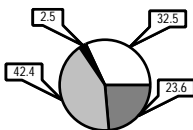
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	139	100.0	51.3	35.9	12.0	0.9	21.4	No	Yes
Gender									
Male	59	100.0	59.6	23.4	17.0	0.0	25.5	N/A	N/A
Female	80	100.0	45.7	44.3	8.6	1.4	18.6	N/A	N/A
Racial/Ethnic Group									
White	32	100.0	34.5	48.3	13.8	3.4	24.1	I/S	I/S
African American	71	100.0	49.2	37.3	13.6	0.0	23.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	100.0	72.4	20.7	6.9	0.0	13.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	116	100.0	45.4	39.2	14.4	1.0	25.8	N/A	N/A
Disabled	23	100.0	80.0	20.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	100.0	51.3	35.9	12.0	0.9	21.4	N/A	N/A
English Proficiency									
Limited English Proficient	36	100.0	75.9	17.2	6.9	0.0	13.8	I/S	I/S
Non-Limited English Proficient	103	100.0	43.2	42.0	13.6	1.1	23.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	129	100.0	54.2	36.4	9.3	0.0	18.7	No	Yes
Full-pay meals	10	100.0	20.0	30.0	40.0	10.0	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	139	100.0	44.4	39.3	13.7	2.6	29.1	No	Yes
Gender									
Male	59	100.0	44.7	31.9	17.0	6.4	34.0	N/A	N/A
Female	80	100.0	44.3	44.3	11.4	0.0	25.7	N/A	N/A
Racial/Ethnic Group									
White	32	100.0	31.0	44.8	17.2	6.9	44.8	I/S	I/S
African American	71	100.0	49.2	37.3	13.6	0.0	22.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	100.0	48.3	37.9	10.3	3.4	27.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	116	100.0	38.1	43.3	15.5	3.1	32.0	N/A	N/A
Disabled	23	100.0	75.0	20.0	5.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	100.0	44.4	39.3	13.7	2.6	29.1	N/A	N/A
English Proficiency									
Limited English Proficient	36	100.0	51.7	34.5	10.3	3.4	27.6	I/S	I/S
Non-Limited English Proficient	103	100.0	42.0	40.9	14.8	2.3	29.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	129	100.0	46.7	38.3	13.1	1.9	25.2	No	Yes
Full-pay meals	10	100.0	20.0	50.0	20.0	10.0	70.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	139	100.0	72.6	19.7	6.0	1.7	7.7
Gender							
Male	59	100.0	61.7	23.4	10.6	4.3	14.9
Female	80	100.0	80.0	17.1	2.9	0.0	2.9
Racial/Ethnic Group							
White	32	100.0	58.6	17.2	20.7	3.4	24.1
African American	71	100.0	76.3	20.3	1.7	1.7	3.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	36	100.0	79.3	20.7	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	116	100.0	69.1	22.7	6.2	2.1	8.2
Disabled	23	100.0	90.0	5.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	100.0	72.6	19.7	6.0	1.7	7.7
English Proficiency							
Limited English Proficient	36	100.0	79.3	20.7	0.0	0.0	0.0
Non-Limited English Proficient	103	100.0	70.5	19.3	8.0	2.3	10.2
Socio-Economic Status							
Subsidized meals	129	100.0	76.6	19.6	2.8	0.9	3.7
Full-pay meals	10	100.0	30.0	20.0	40.0	10.0	50.0

Social Studies							
All Students	139	100.0	59.8	34.2	3.4	2.6	6.0
Gender							
Male	59	100.0	61.7	25.5	6.4	6.4	12.8
Female	80	100.0	58.6	40.0	1.4	0.0	1.4
Racial/Ethnic Group							
White	32	100.0	48.3	41.4	3.4	6.9	10.3
African American	71	100.0	57.6	37.3	5.1	0.0	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	36	100.0	75.9	20.7	0.0	3.4	3.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	116	100.0	54.6	38.1	4.1	3.1	7.2
Disabled	23	100.0	85.0	15.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	139	100.0	59.8	34.2	3.4	2.6	6.0
English Proficiency							
Limited English Proficient	36	100.0	75.9	20.7	0.0	3.4	3.4
Non-Limited English Proficient	103	100.0	54.5	38.6	4.5	2.3	6.8
Socio-Economic Status							
Subsidized meals	129	100.0	63.6	31.8	2.8	1.9	4.7
Full-pay meals	10	100.0	20.0	60.0	10.0	10.0	20.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	51	100.0	31.0	45.2	19.0	4.8	23.8
	4	49	100.0	34.3	45.7	20.0	0.0	20.0
	5	26	100.0	31.8	59.1	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	45.2	25.8	25.8	3.2	29.0
	4	53	100.0	53.3	37.8	8.9	0.0	8.9
	5	47	100.0	53.7	41.5	4.9	0.0	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	51	100.0	47.6	45.2	7.1	0.0	7.1
	4	49	100.0	28.6	37.1	20.0	14.3	34.3
	5	26	100.0	27.3	63.6	4.5	4.5	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	41.9	41.9	16.1	0.0	16.1
	4	53	100.0	40.0	44.4	11.1	4.4	15.6
	5	47	100.0	51.2	31.7	14.6	2.4	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	51	100.0	52.4	38.1	9.5	0.0	9.5
	4	49	100.0	65.7	25.7	8.6	0.0	8.6
	5	26	100.0	45.5	45.5	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	58.1	32.3	6.5	3.2	9.7
	4	53	100.0	77.8	13.3	6.7	2.2	8.9
	5	47	100.0	78.0	17.1	4.9	0.0	4.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	51	100.0	59.5	38.1	2.4	0.0	2.4
	4	49	100.0	40.0	48.6	11.4	0.0	11.4
	5	26	100.0	77.3	13.6	9.1	0.0	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	48.4	45.2	6.5	0.0	6.5
	4	53	100.0	57.8	33.3	2.2	6.7	8.9
	5	47	100.0	70.7	26.8	2.4	0.0	2.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 323)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Up from 1.9%	4.0%	2.8%
Attendance rate	96.0%	Down from 96.2%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.2%	0.0%	0.0%
Eligible for gifted and talented	2.9%	Down from 4.6%	3.5%	10.4%
On academic plans	65.7%	N/AV	48.8%	33.6%
On academic probation	46.8%	N/AV	2.2%	1.0%
With disabilities other than speech	9.6%	Down from 11.1%	7.5%	7.5%
Older than usual for grade	0.7%	Down from 0.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	75.0%	Down from 77.4%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.5%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 3.3%	3.2%	0.0%
Teachers returning from previous year	92.1%	Up from 91.1%	82.9%	87.3%
Teacher attendance rate	94.5%	Up from 93.2%	94.5%	94.9%
Average teacher salary	\$46,110	Up 0.9%	\$41,658	\$42,485
Prof. development days/teacher	23.1 days	Up from 15.9 days	15.1 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 12.9 to 1	16.3 to 1	18.6 to 1
Prime instructional time	86.4%	Up from 85.4%	88.1%	89.7%
Dollars spent per pupil*	\$11,288	Up 27.2%	\$7,929	\$6,557
Percent of expenditures for teacher salaries*	66.1%	Up from 63.9%	60.1%	64.0%
Percent of expenditures for instruction*	69.5%		68.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-06 school year Luther L. Vaughan Elementary School continued the journey toward our goal of excellence in all areas. We still have challenges to meet, but our faculty, staff, parents, students, and community partners continually strive for excellence. We experienced many successes during the year, including the following:

Guidance counselor, Mrs. Jeannie Moss, was selected as Teacher of The Year for our school.

Second grade teacher, Mrs. Vivian B. Martin, was selected as Reading Teacher of The Year for our school.

We received our second Palmetto Silver Award for excellence.

PACT scores continued to improve at a rate faster than the school district or state averages.

More than 60% of our students scored Basic or above on both the English/Language Arts and Mathematics sections of PACT.

We completed our second year of Year-Round classes. And, during our inter-sessions we offered both remedial and enrichment classes.

We completed our second full year of our South Carolina Reading First grant. The funds from this grant provide additional training and resources for teachers and students in reading instruction.

We were again able to offer after-school assistance programs to our students.

We continued to offer English classes for our non-English speaking parents and families.

Our community partnership with the Freightliner Custom Chassis Company was maintained.

Parents and community members continue to volunteer their time to assist teachers and students.

The 2005-06 school year was very rewarding. We look forward to the 2006-07 school year as we continue our journey to excellence.

Dr. Ron Cope, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	45	45
Percent satisfied with learning environment	100.0%	93.2%	74.4%
Percent satisfied with social and physical environment	100.0%	88.9%	82.2%
Percent satisfied with school-home relations	68.0%	91.1%	73.3%

*Only students at the highest elementary school grade level at this school and their parents were included.